DOCUMENT RESUME

ED 239 405 EA 016 369

TITLE	Indicators of Quality Schools: III. Review of the Literature on Effective Schools.
INSTITUTION	Colorado State Dept. of Education, Denver. School Improvement and Leadership Services Unit.
SPONS AGENCY	Department of Education, Washington, DC. Basic Skills Improvement Program.; National Study of School Evaluation, Falls Church, VA.
PUB DATE	May 82
NOTE	15p.; For parts I and II and the assessment instrument, see EA 016 367-372.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; *Administration; Curriculum; Educational Assessment; Educational Environment; Elementary Secondary Education; *Expectation; *Leadership; *Local Norms; Parent School Relationship; Planning; Time on Task

ABSTRACT

This literature review briefly lists the findings of studies on effective schools. The findings are organized under the following categories (which correspond to the Indicator of Quality Schools Assessment instrument categories): curricular congruence, assessment, leadership of the principal, high expectations, school wide norms, school climate, monitoring and feedback of student progress, time on task, organization and management, instructional effectiveness, parent and community, and accountability/accreditation/planning. A 48-item bibliography of all the literature cited is included. (MD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

INDICATORS OF QUALITY SCHOOLS

III. REVIEW OF THE LITERATURE ON EFFECTIVE SCHOOLS

ED239405

0 0 2

JN82

12p

COLORADO DEPARTMENT OF EDUCATION
School Improvement and Leadership Services Unit

May, 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Bassett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 016 369

Calvin M. Frazier, Commissioner of Education
201 E. Colfax Avenue
Denver, Colorado 80203

July 15, 1982

Acknowledgements:

The material presented here has been developed over a period of time since 1979. The project was funded in part initially by a Title II-Basic Skills grant to the Colorado Department of Education. The 1981-82 development was in part funded by a grant from the National Study of School Evaluation, Falls Church, Virginia, Dr. Donald Manlove, University of Indiana, Executive Director.

The quality indicators development has taken place in the School Improvement and Leadership Services Unit of the Colorado Department of Education. No single author can be cited. Those primarily responsible for its development include:

William C. Dean, Assistant Commissioner
Eugene R. Howard, Unit Director
Kathryn De Pew
Robert Ewy
Joan Harrigan (deceased)
James Hennes
Thomas Knauer
Sister Alan Thomas
Gerald Villars

COLORADO STATE BOARD OF EDUCATION

Dorothy Gotlieb, Chairman . . . . . Denver
(First Congressional District)
Jacquie Haughton, Vice-Chairman . . . . . Lakewood
(Second Congressional District)
Donald D. Ament . . . . . Iliff
(Fourth Congressional District)
J. David Huskin . . . . . Englewood
(Fifth Congressional District)
Frank Ricotta . . . . . Pueblo
(Third Congressional District)

INDICATORS OF QUALITY SCHOOLS

I. Overview

II. Users' Guide

III. Review of the Literature on Effective Schools

Instrument to Assess the Educational Quality of Your School

REFERENCES

I. CURRICULAR CONGRUENCE

1. Curriculum and the tests used to measure it must be congruent and must reflect the values of the community.

   Berliner, 1979.

2. Carefully sequenced instructional materials are positively correlated with achievement.

   Pennsylvania School Improvement Program, n.d.

3. In effective schools, use is made of testing materials to evaluate and change the curriculum and/or teaching practices whenever achievement data indicate a need to do so.

   Edmonds, Ronald R. 1981 b.

4. School districts need to develop and adjust instructional programs to enhance congruence among objectives, teaching and learning.

   English, Fenwick, 1980.

II. ASSESSMENT

1. Some schools succeed where others fail because they effectively use standardized tests to measure student progress. Some means must exist by which principals and teachers remain aware of pupil progress in relationship to instructional objectives.

   Edmonds, Ronald R., 1979 a, 1980.

2. Effective schools pay considerable attention to test results.

   Salganik, M. William, 1980.

3. Good schools maintain systems for identifying students who are not performing at grade level.

   Wynne, Edward A., 1981.

III. LEADERSHIP OF THE PRINCIPAL

1. The instructional leadership of the principal is extremely important in effective schools.

   Austin, Gilbert, 1981.
   Edmonds, Ronald R., 1979 a.

2. The principal is a central figure in the attainment of a quality school program.

   Goodlad, John I., 1979.

3. Administrators are necessary who support the philosophy, value system and curriculum of the school.

4. Good principals develop and implement a strong teacher training component for inservice.

   Hoover, Mary Rhodes, 1978.

5. Principals of "improving schools" are assertive instructional leaders and strong disciplinarians. Good principals must be instructional leaders.

   NSPRA, 1981.

6. The majority of "effective principals" polled by NASSP felt their top priorities should be:

   1) Program Development
   2) Personnel
   3) School Management

   NSPRA, 1981.

7. Effective schools are headed by principals who demand that teachers teach and students learn.

   Salganik, M. William, 1980.

8. Principals make staff development meaningful.

9. Principals assure teachers of a permanent instructional assignment.

10. Principals arrange for controlled class size and homogeneous grouping for basic skills classes.

    Stallings, Jane, 1981.

11. The building principal is essential for creating the conditions under which efficient instruction might develop.

    Venezky, Richard L. and Winfield, Linda, 1979.

12. The principal, with the staff, hires personnel that "fit in" with the goals and aims of the school.

13. In good schools the principal (supervisor) keeps aware of the classroom activities, supervises and aids teachers, and keeps open the communication flow within and outside the building.

    Wynne, Edward A., 1981.

14. Strong instructional leaders know how to manage time and people efficiently and effectively.

    NSPRA, 1981.

IV. HIGH EXPECTATIONS

1. Schools which produce high achievement assume that all children can and will learn whatever the school defines as desirable and appropriate.

   Austin, Gilbert R., 1979, 1981.

2. In high achieving schools, teachers and principals express the belief that students can master their academic work and expect them to do so.

3. In high achieving schools students perceive they are expected to learn and school academic (learning) norms are recognized as setting a standard of high achievement.

   Brookover, Wilbur, 1979.

4. Teachers who aim for success rates of 90% to 100% on student assignments produce more learning than teachers who tolerate highter failure rates.

   Brophy, Jere, 1982.

5. Student success in school is related directly to the teacher's expectations of student achievement.

6. In effective schools, teachers expect and receive a basic level of successful achievement from all students.

   Edmonds, Ronald R., 1979a, 1981.

7. Students experience better academic success where homework is regularly set and marked, and where teachers expect students to do well on examinations (material).

8. Children work better when taught in an atmosphere of confidence that they can and will succeed.

   Rutter, Michael, et al, 1979.

9. An achievement orientation must permeate the school and come from the principal and staff.

   Venezky, Richard L. and Winfield, Linda, 1979.

10. In good schools, staff, students and parents have a clear idea of what constitutes <u>good</u> performance.

    Wynne, Edward A., 1981.

V. SCHOOL WIDE NORMS

1. Schools which produce high achievement have common norms that apply to all children so that a high level of performance is expected of all students.

   Brookover, Wilbur, 1979.

2. Effective schools have a pervasive, understood institutional mission upon which is based the allocation of resources.

3. The adults in effective schools are consistent in the statement and implementation of instructional goals.

Edmonds, Ronald R., 1981.

4. In schools that have a high level of success, one finds a sense of mission, identity and wholeness that pervades every aspect of the school's functioning.

5. The principal is key in articulating the ambience and creating a sense of mission for an effective school.

Goodlad, John I., 1979.

6. Schools that are effective are characterized by group practices and a group orientated philosophy, group approaches to motivation and to teaching; and have administrators who support the philosophy, value system and curriculum of the school.

Hoover, Mary Rhodes, 1978.

7. Schools in which the disciplinary policy and the curriculum are discussed and worked out by the teachers have better student achievement.

8. Student achievement is higher in schools where school policies are clearly understood and uniformly practiced.

Rutter, Michael, 1980.

9. Effective schools are headed by principals who have ideas they follow consistently.

Salganik, M. William, 1980.

10. A characteristic commonly associated with good schools is coherence. Coherence deals with all the ways a school staff works in a united fashion on projects or activities and those other things which make up a school.

11. In good schools supervisors believe classroom discipline is essential to learning. Rules are clear and penalities consistent and judiciously applied. Rules are uniformly enforced by all staff and periodically reviewed.

Wynne, Edward A., 1981.

VI. SCHOOL CLIMATE

1. Effective schools are attractive, clean, organized, secure and have adequate instructional space.

Edmonds, Ronald R., 1981.

2. Effective schools have a positive climate which is conducive to learning.

   NSPRA, 1981.

3. Factors found to affect student success (identifying with school goals) include the following:

   a. Provisions of a pleasant, comfortable and safe environment.
   b. Availability and willingness of the staff to talk with children experiencing personal problems.
   c. Frequent giving of rewards for good work and good behavior to a high proportion of the student body.
   d. Allowing students the opportunity to participate in and be responsible for the running of their school lives.

   Rutter, Michael, et al, 1979.

4. Student achievement (in inner city schools) is positively related to climate as this is evidenced through rewards, grades and size of the school.

   Schneider, E. Joseph, 1981.

5. Good schools are characterized by a good school spirit.

   Wynne, Edward A., 1981.

6. In good schools, a wide variety of schoolwide incentives are used to give recognition for work and service.

   Wynne, Edward A., 1981.

VII. MONITORING AND FEEDBACK OF STUDENT PROGRESS

1. Periodic formative testing and corrective procedures can be effective as one way of insuring that excellent learning takes place.

   Bloom, Benjamin S., 1980.

2. High achieving schools are characterized by patterns of instruction leading to consistently appropriate and clearly recognized reinforcement of learning behavior.

3. Mastery of each unit of instruction by all students is the goal in higher achieving schools.

   Brookover, Wilbur, 1979.

4. In effective schools, pupil progress is continually monitored and all parties concerned remain aware of pupil progress in relationship to the instructional objectives.

   Edmonds, Ronald R., 1979a.

5. Teachers should move around the room a lot, monitoring pupils' seatwork and communicating to their pupils an awareness of their behavior.

Gage, N. L., 1978.

6. Academic success (in schools with low SES students) is related positively with building-wide adaptability and consistency of instruction.

Venezky, Richard L. and Winfield, Linda, 1979.

VIII. TIME ON TASK

1. The time allocated to instruction in a content area and the degree of student engaged time in reading and mathematics is positively associated with student learning gains.

Good, Thomas, 1979.

2. A striking characteristic of schools that work is the use of classroom time. Teachers in effective schools spend about two-thirds of their time actively teaching.

3. In effective schools a minimum of time is spent sharpening pencils, going to the bathroom, listening to directions, lining up, waiting, etc.

Salganik, M. William, 1980.

4. In effective schools teachers have and make use of uninterrupted teaching time.

Stallings, Jane, 1981.

5. Academic achievement for all students is supported by the following: scheduling appropriate amounts of time for learning to take place (allocated time); attending to the amount of time students pay attention to the task at hand and attempt to learn; (time on task) and finally ensuring that the time students do spend (academic learning time) is spent on work that can be done with some success.

Alaska Department of Education, 1981.

IX. ORGANIZATION AND MANAGEMENT

1. Effective classroom management consists of teacher behaviors that produce high levels of student involvement in classroom activities, minimal amounts of student behaviors that interfere with teacher's or other student work, and efficient use of instructional time.

Emmer, Edmund T. and Evertson, Carolyn M., 1981.

2. Once students arrive, effective teachers take time to instruct them on classroom procedures and routines. Effective teachers make sure students know what they are supposed to do, understand how to do it,

and realize they will be held accountable for meeting these expectations.

Emmer, Edmund T., et al., 1980

3. Teachers should have a system of rules that allows pupils to attend to their personal and procedural needs without having to check with the teacher.

Gage, N. L., 1978.

4. Managerial skills, while necessary but not sufficient for classroom effectiveness, do relate positively to student achievement.

Good, Thomas L., and Grouwe, Douglas A., 1979.

5. How teachers manage classes is fundamentally related to students' progress in the acquisition of basic skills.

Good, Thomas, 1979.

6. Student achievement is increased by use of a structured approach (in reading).

Hoover, Mary Rhodes, 1978.

7. Successful class management consists of keeping pupils actively engaged in productive activities rather than in waiting for something to happen.

8. Successful teachers spot disruptive behavior early and deal with it appropriately and firmly with a minimum of interference with the lesson.

Rutter, Michael, et al, 1979.

9. Teachers at "schools that work" are hard working, organized .... moving crisply through a well-organized day.

Salganik, M. William, 1981.

10. An organized and professional staff makes a difference in the learning of students (in inner city schools).

Schneider, E. Joseph, 1981.

11. In effective schools, teacher management of class time is seen of greater value than the actual class time allowed.

12. Effective teachers distribute time across several tasks effectively.

13. Effective teachers recognize the importance of planning and organization from the opening day of school.

Stallings, Jane, 1978.

14. Effective teachers (a) devote a major part of the school day to structured activities; (b) run orderly classrooms and (c) work actively with small groups of students.

Ullik, Rouk, 1979.

X. INSTRUCTIONAL EFFECTIVENESS

1. Teacher's patterns of practices, rather than single practices or skills, have a profound effect on student achievement.

Gow, Doris T., 1977.

2. In good schools, students spend almost twice as much time receiving instruction as doing seatwork.

3. Good schools are characterized by quality whole class instruction.

Salganik, M. William, 1980.

4. Effective teaching includes interactive instruction including all students.

5. Learning occurs best when student interact with teachers and other students.

Stallings, Jane, 1981.

XI. PARENT AND COMMUNITY

1. The more comprehensive, long-lasting and well-planned the parent involvement, the more effective it is likely to be on children's achievement and on the quality of schools.

Henderson, Anne, 1981.

2. Discipline in the school which reflects the values of the community is most effective.

Hoover, Mary Rhodes, 1978.

3. Parent involvement leads to positive progress when parents are given specific tasks to do in the home.

4. Academic progress is noted in children of parents who receive training from the school in how to help youngsters.

Stallings, Jane, 1981.

5. An effective school district is one in which parents support the school, participate in school activities, assist the child at home, and motivate learning behavior with learning activities in the home.

Thomas, M. Donald, 1981.

XII. ACCOUNTABILITY/ACCREDITATION/PLANNING

1. School districts advanced in the development and use of the planning/accountability process report program improvements, with supporting evidence, and are more likely to show higher pupil achievement scores.

   DePew, Kathryn and Hennes, James, 1982.

2. In successful schools the principal brings forward plans projected several years into the future, plans developed collaboratively at the site level.

   Goodlad, John I., 1979.

3. Parents' as taxpayers, voters, citizens and clients have a definite place in the school's "delivery system".

   Seeley, David, 1981.

4. In good districts ... the public is given an opportunity to participate in decision making and such participants are treated with dignity and respect.

   Thomas, M. Donald, 1981.

BIBLIOGRAPHY

Alaska Department of Education.
A Report: Effective School Practices.
Governor's Task Force on Effective Schooling,
Juneau, 1981.

Austin, Gilbert R. "Exemplary Schools and the Search for Effectiveness."
Educational Leadership, October 1979, V. 37, 10-14 pp.

Austin, Gilbert R. "Exemplary Schools and Their Identification."
New Directions for Testing and Measurement. 1981, V. 10, 31-46 pp.

Berliner, David. in 'Time on Task',
Phi Delta Kappan, January 1979, V. 60, 338 p.

Bloom, Benjamin. "The New Direction in Education Research: Alterable Variables." Phi Delta Kappan. February 1980, V. 61, 382-385 pp.

Brookover, Wilbur. School Social Systems and Student Achievement: Schools Can Make A Difference. New York: A.J. T. Bergin Publishers, 1979.

Brophy, Jere E. "Teacher Behavior and Student Learning."
Educational Leadership. October 1979, V. 37, 33-38 pp.

Brophy, Jere. "Successful Teaching Strategies for the Inner-City Child."
Phi Delta Kappan. April 1982, V. 63, 527-530 pp.

DePew, Kathryn and Hennes, James.
1980-81 Annual Report: Overview of Educational Accountability and Accreditation in Colorado. Denver: Colorado Department of Education, 1982.

Edmonds, Ronald R. "Effective Schools for the Urban Poor."
Educational Leadership. October 1979a, V. 37, 15-24 pp.

Edmonds, Ronald R. "Some Schools Work and More Can."
Social Policy. March/April 1979b, V. 9, 28-32 pp.

Edmonds, Ronald R. Presentation to Council for Basic Education. Washington, D.C., October 1980.

Edmonds, Ronald R. Presentation to Association for Supervision and Curriculum Development, March 1981a.

Edmonds, Ronald R. The Characteristics of Effective Schools: Research and Implementation. Michigan State University, 1981b.

Education Commission of the States.
Improving Educational Quality: State Political and Education Leadership.
Denver: ECS, Education Improvement Center, 1981.

Emmer, Edmund T. et al.
"Effective Classroom Management at the Beginning of the School Year."
Elementary School Journal. May 1980, 219-31 pp.

Emmer, Edmund T. and Evertson, Carolyn M.
"Synthesis of Research on Classroom Management."
Educational Leadership. January 1981, V. 38, 342-46 pp.

English, Fenwick. Quality Control in Curriculum Development. Arlington, VA.: American Association of School Administrators, 1978.

English, Fenwick. Improving Curriculum Management in the Schools. Washington, D.C.: Council for Basic Education, 1980.

Gage, N. L. "The Yield of Research on Teaching."
Phi Delta Kappan, November 1978, 229-235 pp.

Good, Thomas. "Teacher Effectiveness in the Elementary School."
Journal of Teacher Education. 1979, V. 30, 52-64 pp.

Good, Thomas L. and Grouws, Douglas A. "Teaching and Mathematics Learning."
Educational Leadership, 1979, V. 37, 39-45 pp.

Goodlad, John I. "Can Our Schools Get Better?"
Phi Delta Kappan, January 1979, V. 60, 342-347 pp.

Gordon, Ira. What Does Research Say About The Effects of Parent Involvement on Schooling? Paper presented at annual meeting of ASCD 1978.

Gow, Doris T. "A Synthesis of Research in Basic Skills."
University of Pennsylvania: Learning Research and Development Center, 1977.

Henderson, Anne (Ed.) Parent Participation - Student Achievement: The Evidence Grows. Columbia, MD; National Committee for Citizens in Education, 1981.

Hoover, Mary Rhodes. "Characteristics of Black Schools at Grade Level: A Description." The Reading Teacher. April 1978, V. 31, 757-762 pp.

Howard, Eugene R. Action Planning for School Improvement: A Resource Paper.
Colorado Department of Education: Denver 1979.

Jenning, Wayne and Nathan, Joe. "Startling/Disturbing Research on School Program Effectiveness." Phi Delta Kappan. March 1977, 58, 568-72 pp.

McCleary, Lloyd E. "Characteristics of the Positive Principal - So What."
paper presented July 1980 at CADRE Summer Seminar, Vail, CO.

McDonald, Frederick J. Teachers Do Make A Difference.
Princeton: Educational Testing Service, 1976.

McREL. Noteworthy (Issue on School Improvement). Denver: Mid-continent Regional Educational Laboratory, Summer 1981.

NSPRA. Good Schools: What Makes Them Work? Arlington, VA: National School Public Relations Association, 1981.

Ornstein, Allan C. and Levine, Daniel U. "Teacher Behavior Research: Overview and Outlook." Phi Delta Kappan, V. 62, April 1981.

Pennsylvania School Improvement Program. Rx for Teachers. Harrisburg: Pennsylvania Department of Education, n.d.

Rutter, Michael. "School Influences on Childrens' Behavior and Development: The 1979 Kenneth Blackfan Lecture, Children's Hospital Medical Center, Boston." Pediatrics, 1980, V. 65, 208-220 pp.

Rutter, Michael et al. Fifteen Thousand Hours. Cambridge, Massachusetts: Harvard University Press, 1979.

Salganik, M. William. "Researchers Team With RePorter to Identify Schools That Work." Educational R&D Report. Winter 1980, V. 3, 2-7 pp.

Schneider, E. Joseph. "School Integration Works for Kids, Now, Later and Forever." Educational R&D Report. Fall 1981, V. 4, 2-7 pp.

Schneider, E. Joseph. "Researchers Discover Formula for Success in Student Learning." Educational R&D Report. Fall 1979, V. 2, 1-6 pp.

Seeley, David. "Partnership and Parent Participation." Citizen Action in Education. April 1981, V. 8, 8-9 pp.

Sinclair, Robert L. (Ed.). A Two-way Street: Home-School Cooperation in Curriculum Decision Making. Boston: Institute for Responsive Education, 1980.

Stallings, Jane. "What Research Has To Say To Administrators Of Secondary Schools About Effective Teaching And Staff Development." Paper prepared for the 1981 Conference (Creating Conditions for Effective Teaching) of the College of Education, University of Oregon, July 1981.

Thomas, John W. "Agency and Achievement: Self-Management and Self-Regard". Review of Educational Research. Summer 1980, V. 50, 213-240 pp.

Thomas, M. Donald. "Variables of Educational Excellence." The Clearning House, February 1981, V. 54, 251-253 pp.

Ullik, Rouk. "Separate Studies Show Similar Results of Teacher Effectiveness" Educational R&D Report, Spring 1979, V.2, 6-10 pp.

Venezky, Richard L. and Winfield, Linda. "Schools That Succeed Beyond Expectations in TEaching Reading." University of Delaware Studies in Education. Newark: University of Delaware, 1979.

Wynne, Edward A. "Looking at Good Schools." Phi Delta Kappan, January 1981, V. 62, 377-81 pp.